



TEST ADMINISTRATION **MANUAL**

MCESA 3rd Grade PE Performance Assessment



MCESA

Maricopa County Education Service Agency

4041 N. Central Avenue, Suite 1200

Phoenix, AZ 85012

Phone: 602.506.3866 • Fax: 602.506.3753

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Introduction

Purpose and Use

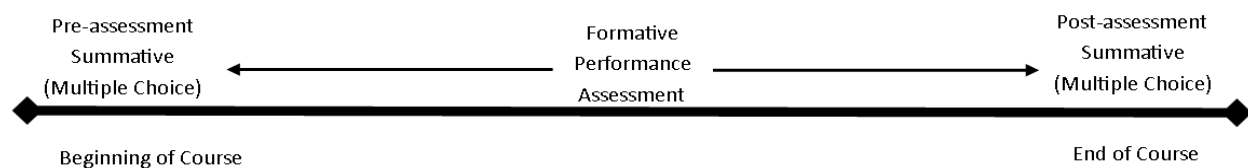
This performance assessment and test administration manual is a comprehensive tool to support formative assessment in physical education. It has been created for the purpose of complementing the MCESA Content-Specific Assessment, a pair of multiple-choice pre- and post-assessments that are used to measure student growth and teacher effectiveness. Both assessments have been created through collaboration between MCESA, WestEd, and teachers from numerous Maricopa County school districts.

The assessment requires students to demonstrate their ability to perform specific physical education tasks, (as outlined by the Arizona State Standards), and is intended for formative use, which means that it can be used repeatedly at any point within an instructional sequence or course. Formative assessment is often referred to as *assessment FOR learning* in contrast to summative assessment or *assessment OF learning* (Burke, 2010). Specifically, the formative uses of this performance assessment include the following:

- Diagnose students' capabilities on isolated standards
- Provide feedback to students on their skill development
- Demonstrate the progress of student learning, also called an interim or benchmark assessment
- Measure student growth on specific skills
- Identify individuals or groups of students who need differentiated instruction
- Provide evidence of the teacher's use of data to inform instruction as measured by most teacher observation instruments
- Support the teacher with data driven instruction or real-time assessment
- Serve as a common assessment among professional learning community team members or for district-wide data collection

Image 1 demonstrates one way this assessment can be combined with a summative assessment to create a balanced assessment plan for a course. Additionally, the rubrics found in this assessment can be applied to custom teacher-written tasks for a further, more specific formative assessment.

Image 1: Assessment Plan



Assessment Overview

The performance assessment in this test administration manual is comprised of three different tasks that measure three different Arizona State Standards. It is designed to be used flexibly and embedded with natural and authentic classroom activities. Each task in this test administration manual is designed to be given in one class period. However, many class sizes and period lengths may prohibit completing a task in one session. Therefore, follow the recommended guidelines to assess all students on at least the same subcomponents of a task in one session. All three tasks can be done sequentially for a comprehensive assessment, or the three tasks can be done individually over the course of several weeks or months. Each task has its own set of guidelines, scripted directions, data capture tools and a scoring rubric. There is one common rubric for all three tasks and a data summary sheet for combining the scores of all three tasks.

Because the Arizona State Standards for physical education are somewhat broad, each task describes components, or parts of the standard, to assess. Table 1 shows the performance objectives from the Arizona State Standards that will be assessed and the components.

Table 1: Performance Objectives for PE Grade 3 Performance Assessments

Task	Performance Objective	Components to Assess
Task 1 Locomotor Movements	S1-C1-PO1 – Demonstrate locomotor movements within game and modified sport activities.	Assess these four components within game and modified activity: <ul style="list-style-type: none">• galloping• skipping• hopping• jumping forward
Task 2 Manipulative Skills	S1-C1-PO6 – Perform a variety of manipulative skills at an age-appropriate level.	Assess these four components through a choice of manipulative skills: <ul style="list-style-type: none">• foot position• arm position• technique/execution/movement• follow-through
Task 3 Dribble and Pass	S1-C3-PO1 – Dribble and pass a variety of objects around stationary objects.	Assess these four components: <ul style="list-style-type: none">• Dribble – Control of ball• Dribble – Forward progress• Pass – Correct form• Pass – Direction

The performance objectives shown in the chart were selected very intentionally. A team of teachers first examined all of the performance objectives that were suited to evaluation through student demonstration of a skill, as opposed to measuring knowledge with a multiple-choice test. They then selected a subset that matched these criteria.

- Could the skill be observed in the course of authentic classroom activities?
- Could the skill be observed and measured quickly and conveniently?
- Could the skill be measured with a rubric?
- Could individual student growth over time be demonstrated if assessed at the beginning and end of the course?
- Do the skills represent some of the most salient content of the course?

Through the development and review process of the entire assessment, some of the initially selected objectives were removed and others were added. Even though this test administration manual contains a small selection of performance objectives and tasks, the rubrics contained in this assessment may be applicable to other tasks created by teachers or districts that cover different performance objectives.

Accommodations

The following excerpt from *AIMS Testing Accommodations: Guidelines for 2013-2014* (Arizona Department of Education, 2013) describes the universal testing conditions that should enable all students to have an appropriate testing setting to support his/her success on the assessment. Even though these universal conditions seem oriented to traditional paper-pencil or computer-based assessments, they still represent a fair opportunity to demonstrate success that should be extended to all students.

UNIVERSAL TEST ADMINISTRATION CONDITIONS

Universal Test Administration Conditions are specific testing situations and conditions that may be offered to **any** student in order to provide him/her a comfortable and distraction free testing environment.

Universal Test Administration Conditions include:

- Testing in a small group, testing one-on-one, testing in a separate location, or in a study carrel
- Being seated in a specific location within the testing room or being seated at special furniture
- Having the test administered by a familiar test administrator
- Using a special pencil or pencil grip
- Using devices that allow the student to see the test: glasses, contacts, magnification, special lighting, and color overlays
- Using devices that allow the student to hear the test directions: hearing aids and amplification
- Reading the test quietly to himself/herself as long as other students are not disrupted
- Wearing noise buffers after the scripted directions have been read
- Having the scripted directions included in the *Test Administration Directions* repeated (at student request), and having questions about the scripted directions, or the directions that students read on their own answered

Students with IEP's, 504 plans, or English Language Learners may also need specific accommodations beyond the universal testing conditions. Refer to *AIMS Testing Accommodations: Guidelines for 2013-2014* for specific lists of standard accommodations for these groups. It is important to note that any accommodations used in a testing setting must align to accommodations that have been used consistently in regular instruction. Additionally, any specific assessment accommodations noted in IEP's or 504 plans should be implemented for this assessment.

Validity

When using any assessment, it is important to know if the tool is valid, meaning it measures what it is designed to measure. A formal definition of validity is “...the degree to which accumulated evidence and theory support specific interpretations of test scores entailed by proposed uses” (American Educational Research Association et al., 1999, p 9). This means that a collection of evidence is necessary to discuss whether a test is valid or not. Evidence can take many forms, such as statistical values or narrative descriptions. In the case of this performance assessment, the collection of evidence includes the design decisions and the development process. This assessment has strong validity for the following reasons:

- The construct being measured aligns to the item type (Haladyna, 1997). Because the performance objectives selected to be measured for this assessment are all performance-based in nature, the assessment includes tasks that require students to demonstrate their skill.
- The construct being measured and range of performance is clearly defined (Stiggins, 1987). This assessment uses state standards, detailed rubrics, and descriptions of the testing conditions to define the construct.
- Using a rubric with fewer levels is recommended over rubrics with more levels (Reeves, 2004). This assessment uses 4-point rubrics.
- Subject matter experts were used throughout the development process (AERA, et al 1999). Classroom teachers helped to select objectives, draft the tasks and rubrics, pilot the tasks in the classroom, and review the total assessment.
- A rigorous review process was employed (AERA, et al 1999). The assessment and all its content have been reviewed eight different times from inception to delivery by subject matter experts and assessment development experts from both MCESA and WestEd.

Reliability

One of the possible uses of this assessment is for analysis of data by a team of teachers or a whole district. For that reason, it is important to know if the assessment is reliable, meaning it will yield consistent results each time it is used. A critical way to achieve reliability is to standardize the testing conditions, administration, and scoring as much as possible. Therefore, this assessment contains statements of the testing conditions and scripted teacher directions. Adhering to these directions every time the test is used will support the reliability. Even if the test is only being used with one class, it is important to uphold standardization as much as possible for the benefit of all students and their opportunity to demonstrate success equally.

If data will be collected by several teachers using this assessment and compared, then it is recommended that attention be given to inter-rater reliability. Before the assessment, the scorers should collaboratively review the entire test administration manual and discuss the scoring samples provided. The scorers should then study or discuss the scoring samples provided to calibrate their own scoring before collecting their own data. Other techniques to support inter-rater reliability include using two scorers, trading classes to assess, or appointing an outside scorer to “spot-check” both the assessment administration process and the collected scores.

References

- Arizona Department of Education. (2013). *AIMS testing accommodations: Guidelines for 2013-2014*. Phoenix, AZ: Author.
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- Reeves, D. B. (2004). *101 questions and answers about standards, assessments and accountability*. Englewood, CO: Advanced Learning Press.
- Stiggins, R.J. (1987). *Design and development of performance assessments*. Accessed at <http://ncme.org/publications/items/> on November 12, 2012.

Testing Conditions

In this assessment, three performance objectives will be assessed via three different tasks. Students will be asked to demonstrate locomotor movements within game and modified sport activities, perform a variety of manipulative skills at an age-appropriate level, and dribble and pass a variety of objects around stationary objects. These performance objectives will be assessed by directing students to participate in activities that prompt students to perform components of the performance objective being assessed. Specifically, in each task, students will rotate through stations, play games, or perform drill activities to demonstrate his/her skills with different components of the performance objective task.

Each performance objective task is subject to the following conditions.

- Each task, or task component, should be administered to all students during a single activity session. However, class length and size vary greatly. Each task can potentially be completed for about 25 students in a 40 minute period. Longer classes or shorter periods may necessitate more testing sessions. It is acceptable to divide a task into two sessions, if needed.
- Students should not receive instruction, coaching, or corrective feedback during the assessment.
- Students may leave the testing setting to use the restroom, but only one student may leave at a time.
- Students with IEP's or 504 plans should be allowed the accommodations from their plans if applicable.

Scoring Rubric

After notating the students' performance during each task, the following scoring rubric will be used to calculate each student's level of mastery. This rubric is intended for use with each performance objective task.

Rubric:

Score	Label	Definition
4	Exemplary	Student demonstrates <u>all four (4)</u> of the components.
3	Accomplished	Student demonstrates <u>three (3)</u> of the components.
2	Developing	Student demonstrates <u>two (2)</u> of the components.
1	Beginning	Student demonstrates <u>one (1)</u> of the components.
0	Not Observed	Student does not demonstrate any of the components.

Task 1 – Locomotor Movements

Teacher Guidelines

In this task, students will perform four different locomotor movements. The teacher may choose to assess all movements in one class session or in separate sessions. Performances on all four movements are combined into one rubric score.

Performance Objective: S1-C1-01 – Demonstrate locomotor movements within game and modified sport activities.

Components to Assess:

Student can demonstrate **galloping**

- Hips face in direction of travel
- Lead leg guides direction of travel
- Trail leg stay behind lead leg

Student can demonstrate **skipping**

- Arms swing in contralateral fashion
- Steps and hops at appropriate time

Student can demonstrate **hopping**

- One-legged
- Maintains balance

Student can demonstrate **jumping forward**

- Knees bent on two-footed take-off
- Knees bent on two-footed landing
- Arms extend forward on take-off

Before Testing:

- ☐ Read through all of the test directions.
- ☐ Secure and prepare necessary resources (e.g. sporting equipment, station materials, and data capture tools).
- ☐ Plan classroom activities in which all students are engaged in a physical game or modified sport activity. Examples include:
 - obstacle course
 - relays
 - rotated centers of activities
 - modified tag games
- ☐ Set up activity space to provide enough distance to allow students to gain momentum in performing the components of galloping, jumping, skipping, and hopping. For jumping and

- skipping, there should be a distance of at least 5 jump/skip lengths and a maximum of 10 jump/skip lengths.
- ☐ Plan for environmental conditions (e.g. rainy day, shared use of facility).

During Testing:

- ☐ Read the Task 1 Scripted Directions, as shown in bold below.

Today, you will be taking the Physical Education Performance Assessment for 3rd grade students. This test will measure your ability to demonstrate locomotor (physical) movements within game and modified sport activities. Directions will be provided only at the beginning of each activity. No further instructions will be given while you are actively performing the activity, so make sure you listen carefully to the directions before you begin the activity.

- ☐ Use the stem below to customize and augment the activity directions. Articulate what the student is expected to demonstrate at each station, game, or drill activity including starting/stopping points, and the duration of the activity. Read and perform only the components that are applicable to the specific movement(s) being assessed in the particular activity. It is acceptable to substitute content specific vocabulary in the directions with the typical vocabulary used in class.

In this task you will demonstrate:

- 1. GALLOPING. When galloping, your hips need to face in the direction of travel. Your lead leg guides the direction of travel, and your trail leg needs to remain behind your lead leg, like this...** (Teacher to demonstrate movement and add classroom specific cues).
- 2. SKIPPING. When skipping, your legs need to alternate skip, hop. Both arms swing in the opposite direction, like this...** (Teacher to demonstrate movement and add classroom specific cues).
- 3. HOPPING. When hopping, you will use only one leg, like this...** (Teacher to demonstrate movement and add classroom specific cues). **The most important thing to demonstrate with this task is your ability to maintain your balance.**
- 4. JUMPING FORWARD. When jumping, both feet need to be firmly planted on the floor and both knees need to be bent during your two-footed take off and your two-footed landing. Both arms extend forward during your take-off, like this...** (Teacher to demonstrate movement and add any classroom specific cues).

While you are doing this activity, I will be watching and recording notes about what you are doing well or what you may need more help with in the future.

- ☐ Repeat the directions as the activity and component assessed changes.
- ☐ Observe individual students for no more than two consecutive minutes.
- ☐ Use the Task 1 Data Capture Tool found in the Appendix or the accompanying Excel file to notate each individual student's performance.

After Testing:

- ☐ Use the rubric to calculate each individual student's rubric score for the task. Each student earns one point for each of the four components assessed.
- ☐ Transfer the rubric score data to the Composite Data Summary Sheet (see Appendix) or to an electronic data system for analysis.

Task 1 Rubric and Data Capture Sample

Directions: Make a checkmark or other notation of each component observed on the Task 1 Data Capture Tool. Use the scoring rubric to determine the numerical score. See Image 2 for an example.

Rubric:

Score	Label	Definition
4	Exemplary	Student demonstrates <u>all four (4)</u> of the components.
3	Accomplished	Student demonstrates <u>three (3)</u> of the components.
2	Developing	Student demonstrates <u>two (2)</u> of the components.
1	Beginning	Student demonstrates <u>one (1)</u> of the components.
0	Not Observed	Student does not demonstrate any of the components.

Performance Objective: S1-C1-01 – Demonstrate locomotor movements within game and modified sport activities.

Components to Assess:

- **Galloping** – Hips face in the direction of travel; Lead leg guides direction of travel; Trail leg remains behind lead leg
- **Skipping** – Legs alternate skip, hop; Arms swing in the opposite direction; Steps and hops at an appropriate time
- **Hopping** – One-legged; Maintains balance
- **Jumping Forward** – Knees bent on two-footed take-off; Knees bent on two-footed landing; Arms extend forward on take-off

Scoring Example:

Image 2 shows an example of scoring two students' performance of locomotor movements by demonstrating mastery of some of the components.

Image 2: Sample of Task 1 Data Capture Tool – Locomotor Movements

Task 1 – Locomotor Movements	S1-C1-01 – Demonstrate locomotor movements within game and modified sport activities				
Student Name	galloping – Hips face in the direction of travel; Lead leg guides direction of travel; Trail leg remains behind lead leg.	skipping – Legs alternate skip, hop. Arms swing in the opposite direction; Steps and hops at an appropriate time.	hopping – One-legged; Maintains balance.	jumping forward – Knees bent on two-footed take-off; Knees bent on two-footed landing; Arms extend forward on take-off.	Total Rubric Score
Jane Doe	trail leg off	✓	✓	no arms back	2
John Doe	✓	✓		✓	3

See the Appendix for a full class version of the spreadsheet. Additional data collection and analysis tools are the Composite Data Summary Sheet in the Appendix and the accompanying Excel version of all tools.

Task 2 – Manipulative Skills

Teacher Guidelines

In this task, students will perform a manipulative skill and be assessed on four components of that skill. The teacher may choose to assess just one manipulative skill or several. Four different manipulative skills are presented in this assessment.

Performance Objective: S1-C1-06 – Perform a variety of manipulative skills at an age-appropriate level.

Components to Assess:

Teacher will select at least one manipulative skill to be assessed using the four components:

- Foot position/stance
- Arm/hand position
- Technique/execution/ movement
- Follow through

Manipulative skills to be assessed may include, but are not limited to:

- Perform a **one-handed overhand throw**
 - Start in a T position
 - Lead with a bent elbow
 - Step with the opposite foot
 - Arm follows through to the opposite hip
- Perform **catching a ball**
 - Feet shoulder width apart
 - Hands extended with elbows flexed
 - Body core moves toward the ball
 - Momentum of the ball is absorbed
- Perform **kicking a ball** to a stationary target
 - Steps are taken before contact
 - Arm/leg opposition is evident
 - Contact the proper part of the foot on the ball
 - Kicking foot follows through towards target
- **Swinging** a bat, mallet, or racquet
 - Feet shoulder width apart, knees slightly bent
 - Hands positioned on instrument/manipulative; dominant hand on top
 - Swing and shift weight
 - Rotate and follow through

Before Testing:

- ☐ Read through all of the test directions.
- ☐ Select the Task 2 Data Capture Tool that matches the manipulative skill(s) that will be assessed.
- ☐ Plan classroom activities in which all students (or a group of students) can demonstrate the selected manipulative skill(s). Examples include:
 - structured stations
 - students line up across from a partner, facing each other
 - students take turns throwing, kicking, and catching a ball with each other
 - lead up games
- ☐ Secure and prepare necessary resources (e.g. sporting equipment, station materials, and data capture tools).
 - For one-handed overhand throws, use a small ball about 3-5 inches.
 - For catching, use balls that are 3 -7 inches.
 - For kicking, use balls that are approximately 8.5 inches.
 - Swinging a bat, mallet, or racquet could include plastic, wood or metal bats, hockey sticks, brooms, etc.
- ☐ Set up stations or activity space by marking off target distances:
 - For one-handed overhand throws, throw from a distance of at least 25 feet.
 - For catching, have students throw and catch at a distance of at least ten feet.
- ☐ Plan for environmental conditions (e.g. rainy day, shared use of facility).

During Testing:

- ☐ Read the Task 2 Scripted Directions, as shown in bold below.

Today, you will be taking the Physical Education Performance Assessment for 3rd grade students. This test will measure your ability to perform a variety of manipulative skills at an age-appropriate level. Verbal directions will be provided only at the beginning of each activity. No further instructions will be given while you are actively performing the activity, so make sure you listen carefully to the directions before you begin the activity.

- ☐ Use the stem below to customize activity directions. Articulate what the student is expected to demonstrate at the station or in a drill exercise including starting/stopping points, materials to use, and the duration of the activity. Read only the task(s) and task descriptor(s) that are applicable to the specific movement(s) being assessed.

In this task you will demonstrate:

- 1. ONE-HANDED OVERHAND THROW.** When performing a one-handed overhand throw, you'll need to start in a T position, lead with a bent elbow, step with the opposite foot, while your arm follows through to the opposite hip, like this...
(Teacher to demonstrate movement and add classroom specific cues).

- 2. CATCHING A BALL.** When catching a ball, both of your feet should be shoulder width apart. Both hands need to be extended with your elbows flexed. Your body core moves toward the ball so that the momentum of the ball is absorbed, like this... (Teacher to demonstrate movement and add classroom specific cues).
- 3. KICK A BALL TO A STATIONARY TARGET.** When kicking a ball to a stationary target, you need to take several steps before making contact with the ball. Your arm position and leg position should be in opposition. Make sure the proper part of the foot makes contact with the ball so that your kicking foot follows through toward the target, like this... (Teacher to demonstrate movement and add classroom specific cues).
- 4. SWING A BAT, Mallet, OR RACQUET.** When you are swinging the ____, your feet should be shoulder width apart and your knees slightly bent. Your hands should be on the ____ like this with your dominant hand on top. Swing and rotate through, like this... (Teacher to demonstrate movement and add classroom specific cues).

While you are doing this activity, I will be watching and recording notes about what you are doing well or what you may need more help with in the future.

- ☐ Repeat the directions as the activity and component assessed changes.
- ☐ Observe individual students for no more than two consecutive minutes.
- ☐ There are several versions of the Task 2 Data Capture Tool to notate each individual student's performance. Using the tool for the selected manipulative skill, make a checkmark or comment of each component observed.

After Testing:

- ☐ Use the rubric to calculate each individual student's rubric score for the task. Each student earns one point for each of the four components assessed.
- ☐ Transfer the rubric score data to the Composite Data Summary Sheet (see the Appendix) or to an electronic data system for analysis.

Task 2 Rubric and Data Capture Samples

Directions: Because Task 2 can be conducted on a choice of different manipulative skills, there are four different versions of the data capture tool. See Images 3-6 for examples. Also, full class versions of the data capture tools are available in the Appendix. Use the selected data capture tool to make a checkmark or note of each component observed. Use the rubric to determine the numerical score. The Appendix contains the Task 2 Composite Data Summary Sheet to record student performance on multiple manipulative skills. This is optional to use if you want to examine student performance on a variety of skills, collectively, per the language of the standard.

Rubric:

Score	Label	Definition
4	Exemplary	Student demonstrates <u>all four (4)</u> of the components.
3	Accomplished	Student demonstrates <u>three (3)</u> of the components.
2	Developing	Student demonstrates <u>two (2)</u> of the components.
1	Beginning	Student demonstrates <u>one (1)</u> of the components.
0	Not Observed	Student does not demonstrate any of the components.

Performance Objective: S1-C1-06 – Perform a variety of manipulative skills at an age-appropriate level.

Components to Assess:

- Foot position/stance
- Arm/hand position
- Technique/execution/movement
- Follow through

Scoring Examples:

Image 3 shows an example of scoring two students' performance of a one-handed overhand throw by demonstrating mastery of some of the components.

Image 3: Sample of Task 2 Data Capture Tool – One-handed Overhand Throw

Task 2 – Manipulative Skill – THROW		S1-C1-06 – Perform a variety of manipulative skills at an age-appropriate level.			
Student Name	Foot Position – Start in a T position	Arm Position – Bend the elbow	Technique – Step toward the ball	Follow-through – Arm follows through	Total Rubric Score
Jane Doe	✓	✓	✓	remember to follow through	3
John Doe	remember your foot position	✓		✓	2

Image 4 shows an example of scoring a student's performance of catching a thrown ball by demonstrating mastery of four teacher-generated components.

Image 4: Sample of Task 2 Data Capture Tool – Catching a Ball

Task 2 – Manipulative Skill – CATCH	S1-C1-06 – Perform a variety of manipulative skills at an age-appropriate level.				
Student Name	Foot Position – Both feet shoulder width apart	Arm Position – Both hands are extended	Technique – Elbows are flexed	Follow through – Body core moves toward the ball	Total Rubric Score
<i>Jane Doe</i>	✓	✓	✓		3
<i>John Doe</i>	✓	✓		✓	3

Image 5 shows an example of scoring a student's performance of kicking a ball to a stationary target by demonstrating mastery of some of the components.

Image 5: Sample of Task 2 Data Capture Tool – Kicking a Ball to a Stationary Target

Task 2 – Manipulative Skill – KICK	S1-C1-06 – Perform a variety of manipulative skills at an age-appropriate level.				
Student Name	Foot Position – Takes several steps before making contact with ball	Arm Position – Arm and leg position are in opposition	Technique – Proper part of foot makes contact with ball	Follow-through – Kicking foot follows through towards target	Total Rubric Score
<i>Jane Doe</i>	<i>did not take step</i>	✓	✓	<i>foot did not follow through</i>	2
<i>John Doe</i>	✓	✓	✓	✓	4

Image 6 shows an example of scoring a student's performance of swinging a bat, mallet, or racquet by demonstrating mastery of some of the components.

Image 6: Sample of Task 2 Data Capture Tool – Swinging a Bat, Mallet, or Racquet

Task 2 – Manipulative Skill – SWING	S1-C1-06 – Perform a variety of manipulative skills at an age-appropriate level.				
Student Name	Foot Position – Hand positioned on instrument / manipulative, dominant hand on top	Arm Position – Arm and leg position are in opposition	Technique – Swing and rotate hips forward	Follow-through	Total Rubric Score
<i>Jane Doe</i>	✓	✓	✓	✓	4
<i>John Doe</i>	✓	✓		✓	3

Image 7 shows an example of scoring a student's performance with all four Task 2 Manipulative Skills combined into one rubric score. See the Appendix for a full class version of the Task 2 Data Capture Tools and Task 2 Composite Data Summary Sheet.

Image 7: Sample of Task 2 Composite Data Summary Sheet – All Manipulative Skills Combined

Task 2 Composite Data Summary – All Manipulative Skills Combined	S1-C1-06 – Perform a variety of manipulative skills at an age-appropriate level.				
	THROW – start in a T position, lead with a bent elbow, step with the opposite foot, while your arm follows through to the opposite.	CATCH – both feet shoulder width apart. Both hands extended with elbows flexed. Body core moves toward the ball, so that the momentum of the ball is absorbed.	KICK – take several steps before making contact with the ball. Arm and leg position should be in opposition. Make sure the proper part of the foot makes contact with the ball so the kicking foot follows through towards target.	SWING – both feet shoulder width apart and knees slightly bent. Hands on the object with your dominant hand on top. Swing and rotate through.	Total Rubric Score out of 16 Possible Points
Student Name	Rubric Score	Rubric Score	Rubric Score	Rubric Score	
Jane Doe	3	3	2	4	12
John Doe	2	3	4	3	12

Task 3 – Dribble and Pass

Teacher Guidelines

In this task, students will demonstrate dribbling and passing in soccer, basketball, or field hockey. These two skills have been subdivided into four components to assess.

Performance Objective: S1-C3-01 – Dribble and pass a variety of objects around stationary objects.

Components to Assess:

- **Dribble: Control of ball** – Use fingertips and keep ball below the waist
- **Dribble: Forward progress** – Move with forward progress
- **Pass: Correct form** – Hands on each side of the ball, step forward with the opposite foot, and snap ball toward the target
- **Pass: Direction** – Aim at target

Before Testing:

- ☐ Read through all of the test directions.
- ☐ Plan classroom activities in which students can demonstrate dribbling and passing of a basketball, soccer ball, or field hockey puck around arranged objects.
- ☐ Secure and prepare necessary resources (e.g. sporting equipment, station materials, and data capture tools). Be sure to appropriately match a small basketball or small soccer ball to the students' size.
- ☐ Set up stations or activity space by arranging 2-4 objects over a distance of 20-25 feet for students to weave through stationary objects.
- ☐ Plan for environmental conditions (e.g. rainy day, shared use of facility).

During Testing:

- ☐ Read the Task 3 Scripted Directions, as shown in bold below.

Today, you will be taking the Physical Education Performance Assessment for 3rd grade students. This test will measure your ability to dribble and pass. Directions will be provided only at the beginning of each activity. No further instructions will be given while you are actively performing the activity, so make sure you listen carefully to the directions before you begin the activity.

- ☐ Use the stem below to customize activity directions. Articulate what the student is expected to demonstrate, including starting/stopping points, and the duration of the activity. Demonstrate the proper techniques for dribbling with preferred hands/feet and with both hands/feet placed properly.

In this task, you will dribble and pass the _____. Be sure to maintain control of the ball, make forward progress, and exhibit correct form so you can aim at the target, like this... (Teacher to demonstrate movement and add classroom specific cues).

While you are doing this activity, I will be watching and recording notes about what you are doing well or what you may need more help with in the future.

- ☐ Observe individual students for no more than two consecutive minutes.
- ☐ Use the Task 3 Data Capture Tool found in the Appendix or the accompanying Excel file to notate each individual student's performance.

After Testing:

- ☐ Use the rubric to calculate each individual student's rubric score for the task. Each student earns one point for each of the four components assessed.
- ☐ Transfer the rubric score data to the Composite Data Summary Sheet (see Appendix) or to an electronic data system for analysis.

Task 3 Rubric and Data Capture Sample

Directions: Make a checkmark of each component observed. Use the rubric to determine the numerical score.

Rubric:

Score	Label	Definition
4	Exemplary	Student demonstrates <u>all four (4)</u> of the components.
3	Accomplished	Student demonstrates <u>three (3)</u> of the components.
2	Developing	Student demonstrates <u>two (2)</u> of the components.
1	Beginning	Student demonstrates <u>one (1)</u> of the components.
0	Not Observed	Student does not demonstrate any of the components.

Task 3 Performance Objective: S1-C3-01 – Dribble and pass a variety of objects around stationary objects.

Components to Assess:

- **Dribble: Control of ball** – Use fingertips and keep ball below the waist.
- **Dribble: Forward progress** – Move with forward progress.
- **Pass: Correct form** – Hands on each side of the ball, step forward with opposite foot, and snap ball toward the target.
- **Pass: Direction** – Aim at target

Scoring Example:

Image 8 shows an example of scoring a student's performance of dribbling and passing by demonstrating mastery of some of the components.

Image 8: Sample of Task 3 Data Capture Tool – Dribble and Passing

Task 3 – Dribble and Pass	S1-C3-01 – Dribble and pass a variety of objects around stationary objects.				
Student Name	Dribble – Control of hands	Dribble – Forward progress	Pass – Correct form	Pass – Aiming at target	Total Rubric Score
Jane Doe		✓	✓	✓	3
John Doe	✓	✓		did not aim	2

See the Appendix for a full class version of the spreadsheet. Additional data collection and analysis tools are the Composite Data Summary Sheet in the Appendix and the accompanying Excel version of all tools.

Data Summary

Because this performance assessment has options for personal customization, a variety of data capture tools are provided to suite different ways of collecting the data for analysis. See the Appendix for a full class version of each composite data summary sheet shown here.

Image 9 shows an example the scores from all three tasks can be combined into one total assessment score.

Image 9: Sample of Composite Data Summary Sheet – Tasks 1, 2, & 3

Composite Data Summary Sheet – Tasks 1, 2, & 3	Task 1 – Locomotor Movements	Task 2 – Manipulative Skills				Task 3 – Dribble and Pass	Total Assessment Score out of 24 Possible Points
	S1-C1-PO1	S1-C1-PO6				S1-C3-PO1	
Student Name	Task 1 Rubric Score	THROW Rubric Score	CATCH Rubric Score	KICK Rubric Score	SWING Rubric Score	Task 3 Rubric Score	
Jane Doe	2	3	3	2	4	3	17
John Doe	3	2	3	4	3	2	17

To help bring meaning to the combined scores, refer to this conversion chart that applies the labels from the scoring rubric to the combined totals.

Points Earned	24 points possible	16 points possible	Percent Range	Label
	22-24	15-16	90-100%	Exemplary
	18-21	12-14	75-89%	Accomplished
	12-17	8-11	50-74%	Developing
	6-11	5-7	25-49%	Beginning
	0-5	0-4	0-25%	Not Observed

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Task 1 Scripted Directions and Rubric

- ☐ Read the Task 1 Scripted Directions, as shown in bold below.

Today, you will be taking the Physical Education Performance Assessment for 3rd grade students. This test will measure your ability to demonstrate locomotor (physical) movements within game and modified sport activities. Directions will be provided only at the beginning of each activity. No further instructions will be given while you are actively performing the activity, so make sure you listen carefully to the directions before you begin the activity.

In this task you will demonstrate:

- 5. GALLOPING.** When galloping, your hips need to face in the direction of travel. Your lead leg guides the direction of travel, and your trail leg needs to remain behind your lead leg, like this... (Teacher to demonstrate movement and add classroom specific cues).
- 6. SKIPPING.** When skipping, your legs need to alternate skip, hop. Both arms swing in the opposite direction, like this... (Teacher to demonstrate movement and add classroom specific cues).
- 7. HOPPING.** When hopping, you will use only one leg, like this... (Teacher to demonstrate movement and add classroom specific cues). **The most important thing to demonstrate with this task is your ability to maintain your balance.**
- 8. JUMPING FORWARD.** When jumping, both feet need to be firmly planted on the floor and both knees need to be bent during your two-footed take off and your two-footed landing. Both arms extend forward during your take-off, like this... (Teacher to demonstrate movement and add any classroom specific cues).

While you are doing this activity, I will be watching and recording notes about what you are doing well or what you may need more help with in the future.

Rubric:

Score	Label	Definition
4	Exemplary	Student demonstrates <u>all four (4)</u> of the components.
3	Accomplished	Student demonstrates <u>three (3)</u> of the components.
2	Developing	Student demonstrates <u>two (2)</u> of the components.
1	Beginning	Student demonstrates <u>one (1)</u> of the components.
0	Not Observed	Student does not demonstrate any of the components.

Task 1 Data Capture Tool

[illegible]

Task 2 Scripted Directions and Rubric

- ☐ Read the Task 2 Scripted Directions, as shown in bold below.

Today, you will be taking the Physical Education Performance Assessment for 3rd grade students. This test will measure your ability to perform a variety of manipulative skills at an age-appropriate level. Verbal directions will be provided only at the beginning of each activity. No further instructions will be given while you are actively performing the activity, so make sure you listen carefully to the directions before you begin the activity.

In this task you will demonstrate:

- 5. ONE-HANDED OVERHAND THROW.** When performing a one-handed overhand throw, you'll need to start in a T position, lead with a bent elbow, step with the opposite foot, while your arm follows through to the opposite hip, like this... (Teacher to demonstrate movement and add classroom specific cues).
- 6. CATCHING A BALL.** When catching a ball, both of your feet should be shoulder width apart. Both hands need to be extended with your elbows flexed. Your body core moves toward the ball so that the momentum of the ball is absorbed, like this... (Teacher to demonstrate movement and add classroom specific cues).
- 7. KICK A BALL TO A STATIONARY TARGET.** When kicking a ball to a stationary target, you need to take several steps before making contact with the ball. Your arm position and leg position should be in opposition. Make sure the proper part of the foot makes contact with the ball so that your kicking foot follows through toward the target, like this... (Teacher to demonstrate movement and add classroom specific cues).
- 8. SWING A BAT, Mallet, OR RACQUET.** When you are swinging the ____, your feet should be shoulder width apart and your knees slightly bent. Your hands should be on the ____ like this with your dominant hand on top. Swing and rotate through, like this... (Teacher to demonstrate movement and add classroom specific cues).

While you are doing this activity, I will be watching and recording notes about what you are doing well or what you may need more help with in the future.

Rubric:

Score	Label	Definition
4	Exemplary	Student demonstrates <u>all four (4)</u> of the components.
3	Accomplished	Student demonstrates <u>three (3)</u> of the components.
2	Developing	Student demonstrates <u>two (2)</u> of the components.
1	Beginning	Student demonstrates <u>one (1)</u> of the components.
0	Not Observed	Student does not demonstrate any of the components.

Task 2 Data Capture Tool – Throw

[illegible]

Task 2 Data Capture Tool – Catch

[illegible]

Task 2 Data Capture Tool – Kick

[illegible]

Task 2 Data Capture Tool – Swing

[illegible]

Task 2 Composite Data Summary Sheet –All Manipulative Skills Combined

[illegible]

Task 3 Scripted Directions and Rubric

- ☐ Read the Task 3 Scripted Directions, as shown in bold below.

Today, you will be taking the Physical Education Performance Assessment for 3rd grade students. This test will measure your ability to perform a variety of manipulative skills at an age-appropriate level. Directions will be provided only at the beginning of each activity. No further instructions will be given while you are actively performing the activity, so make sure you listen carefully to the directions before you begin the activity.

In this task, you will dribble and pass the ball. Be sure to maintain control of the ball, make forward progress, and exhibit correct form so you can aim at the target, like this... (Teacher to demonstrate movement and add classroom specific cues).

While you are doing this activity, I will be watching and recording notes about what you are doing well or what you may need more help with in the future.

Rubric:

Score	Label	Definition
4	Exemplary	Student demonstrates <u>all four (4)</u> of the components.
3	Accomplished	Student demonstrates <u>three (3)</u> of the components.
2	Developing	Student demonstrates <u>two (2)</u> of the components.
1	Beginning	Student demonstrates <u>one (1)</u> of the components.
0	Not Observed	Student does not demonstrate any of the components.

Task 3 Data Capture Tool

[illegible]

Composite Data Summary Sheet – Tasks 1, 2, & 3

[illegible]